



REQUEST FOR APPLICATION BOB DRISCOLL MINI-GRANT

- ❑ Increase Parental Skills and Knowledge in High Need Areas in San Joaquin County
- ❑ Improve Child Health and Other Community Needs
- ❑ Increase Supply of Quality Child Care in High Need Areas in San Joaquin County/Increase Quality of Child Care in High Need Areas in San Joaquin County
- ❑ Increase System Responsiveness and Access for Families
- ❑ Increase School Readiness of Children

RELEASED SEPTEMBER 22, 2004

Only valid application forms, released September 22, 2004,
will be accepted

11 S. San Joaquin Street, Suite 301
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www.ccfc.ca.gov/sjckids

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FIRST 5 SAN JOAQUIN

Children and Families Commission

Bob Driscoll Mini-Grant

I. Introduction

Funding is available from the tobacco sales tax that created the California Children and Families Act (Proposition 10). The Act established this funding to promote, support, and improve early childhood development for children **from prenatal up to age 5** through programs that emphasize family support, parent education, childcare, and health services with an overarching theme on school readiness. Administered by First 5 San Joaquin (Children and Families Commission AKA the Commission) the Bob Driscoll Mini-Grant, named in memory of Bob Driscoll's work on behalf of the children of San Joaquin County, is a funding mechanism to create opportunities to enhance the quality of life for children age 0 - 5 and their care providers. Guided by the Commission's Strategic Plan, key initiatives have been identified to achieve the following goals:

1. Increase Parental Skills and Knowledge in High Need Areas
2. Improve Child Health and Other Community Needs
3. Increase Supply of Quality Child Care in High Need Areas /Increase Quality of Childcare in High Need Areas
4. Increase System Responsiveness and Access for Families
5. Increase School Readiness of Children

The Commission expects to provide a combined total of approximately \$500,000 for Bob Driscoll Mini-Grants and Child Care Mini-Grants over this fiscal year or until funds are depleted. The Commission has also allocated \$600,000 for one-year Pilot Bridge Grants (up to \$50,000). **Applicants may apply for Bob Driscoll Mini-Grant funding for up to \$25,000 for "one year only" Community Projects seeking to serve a large number of children and families or one time projects addressing a barrier to serving a large number of children and families.** The Commission reserves the right to fund applicants under either grant.

Applicants for the Bob Driscoll Mini-Grant will be asked to submit an original (marked original on Form A, Application/Cover page) narrative application (Section VIII) and five (5) exact copies (marked copy on cover page) to:

Lani Schiff-Ross, Children and Families Program Coordinator
11 S. San Joaquin Street Suite 301
Stockton, CA 95202

II. Eligibility Criteria

The Commission will fund (via reimbursements of expenses) mini-grants from licensed child care providers, non-profit organizations, private for-profit organizations, government organizations and collaboratives. In the case of collaboratives, one of the public, private, or non-profit partners must be designated as the lead fiscal organization. Licensed child care providers must apply for projects that are community wide.

Services must be sensitive to the needs of diverse populations, including children with disabilities and other special needs. Five (5) bonus points will be given to providers serving special needs children. Activities proposed must be responsive to culture and language of those served. The Mini-Grant application must be specific to any or all of the Commission's initiatives: (1) Increase Parental Skills and Knowledge in High Need Areas in San Joaquin County; (2) Improve Child Health and Other Community Needs; (3) Increase Supply of Quality Child Care in High Need Areas in San Joaquin County/ Increase Quality of Child Care in High Need Areas in San Joaquin County; (4) Increase System Responsiveness and Access for Families; (5) Increase School Readiness of Children. The Commission also strongly encourages applications that provide opportunities for providers to collaborate when applicable.

III. Monitoring and Audit

All Mini-Grant Recipients will be required to submit quarterly reports to the Commission describing how services have benefited the children/families they were intended to serve. First 5 San Joaquin will monitor areas of contract compliance, achievement of goals and financial expenditure. In addition to required progress reports, site visits will be conducted. Evidence of proof of payment such as bank records or cancelled checks will be requested during or after the end of funding period. The Commission will work with recipients to establish evaluation tools and criteria.

Mini-Grant Recipients are required to use resources for intended purposes. All assets must be returned to the Commission if the Mini-Grant Recipient should go out of business or be out of compliance. Mini-Grant Recipients agree to provide immediate written notice to the Commission if significant changes or events occur during the term of the award which could potentially impact the progress or outcome of the grant including, but not limited to, changes in Mini-Grant Recipient's management personnel, loss of funding, revocation or suspension of the Grant Recipient's tax-exempt status (if applicable), or license.

The entire grant shall be expended for the purpose(s) stated in the grant application in accordance with the submitted budget. Modifications may be made only with the prior written consent of the Commission. The Mini-Grant Recipient shall keep accounting records of the receipt and disbursement of Commission funds.

IV. Insurance

As required by the grant contract, and applicable by law, at all times during the performance of the agreed upon services, the Mini-Grant Recipient shall maintain in force, Workers' Compensation Insurance and a policy or policies of comprehensive general liability insurance covering all of its operations including, but not limited to, public liability, property damage, and any liability incurred under the grant, with not less than \$1,000,000 single limit liability and such insurance shall be primary. A certificate satisfactory to the First 5 San Joaquin County Children and Families Commission evidencing the maintenance of such insurance coverage shall be filed with the First 5 San Joaquin County Children and Families Commission prior to the provision of any services pursuant to the grant. The First 5 San Joaquin County Children and Families Commission shall be given notice in writing at least 30 days in advance of cancellation, modification, or reduction of coverage. The certificate shall name the County, the San Joaquin County Children and Families Commission, their officer, agents, servants and employees as additional insured. All insurance shall be in a company or companies authorized by law to transact insurance business in the State of California.

V. Funding Priorities and Categories

As mentioned above, only those applicants whose projects are designed to meet any of the objectives listed in the Commission's 2002 - 2005 Strategic Plan (www.ccfc.ca.gov/sjckids) will be eligible for funding. **Funding cannot be used to enhance any current programs funded by the Commission** nor will funding be awarded for ongoing operating support, fixed assets ("something that affixes to property that can't be removed and re-used"), debt retirement, child care spaces, fundraising, general fund expenses, insurance, programs that promote a sectarian service, or operating deficits of organizations, grant writers, nor to supplant (replace) current funding of existing services. Funding will not be awarded for general fund drives, annual appeals or endowments or activities that exclusively benefit the members of sectarian or religious organizations.

VI. Sample Mini-Grant Projects

The scope of possible Mini-Grant Awards is purposefully wide. Proposed projects must meet at least one of the objectives outlined in the Commission's Strategic Plan and

must be projects that are "one year only" Community Projects seeking to serve a large number of children and families or one time projects addressing a barrier to serving a large number of children and families. Below is a small sample of possible Mini-Grant projects/programs:

- Training for service providers, which does not duplicate training provided by the Commission
- Equipment to serve special needs
- Training or instructional video
- Website development.
- Planning grants to explore the need, feasibility and/or potential for new and/or expanded services. Please note that these new and/or expanded services should, in part, serve to integrate the existing systems and/or services
- Data collection and research that will serve to highlight issues in early childhood development in the community
- Family improvement/leadership development, training and professional development

VII. TIMELINE

Mini-Grant applications will be accepted three times this fiscal year, or as long as funding is available, according to the following timeline. **Workshops are mandatory for the Bob Driscoll Mini-Grant; each applicant is required to attend an hour workshop for training in the submission of the mini-grant application and forms.** Please be sure to contact the Commission if applying for Round 13 to inquire on availability of funds.

TARGET DATES

ACTIVITIES	DATE
Applications Due (3:00 p.m.)	Round 11: September 24, 2004 Round 12: January 28, 2005 Round 13: May 27, 2005

ACTIVITIES	DATES
Bob Driscoll Mini-Grant Applicant Workshops Place: First 5 San Joaquin 11 S. San Joaquin Street Ste 301 Stockton, CA. 95202 Time: 1:00 p.m. - 2:00 p.m.	Sept. 7, 2004 Oct. 5, 2004 Nov. 2, 2004 Dec. 7, 2004 Jan. 4, 2005 Feb 1, 2005 March 1, 2005 April 5, 2005 May 3, 2005

*Workshop attendees **MUST** call the First 5 San Joaquin office to sign up three days prior to the workshop. Maximum number per workshop: 15 (first call, first serve basis). Workshops will be scheduled on the above dates as requested. Additional workshops may be provided to accommodate a larger number of applicants.

First 5 staff may review the applications. Commission members may observe the review process. All Commission members will receive summaries of all of the applications.

VIII. Application Format

An application must receive a minimum score of 75 points to be eligible for funding and meet pre-funding site visit criteria. The Commission also reserves the right not to fund an application that scored 75 points if applicant does not meet pre-funding site visit criteria.

NARRATIVE

The application may not exceed eight (8) double-spaced pages (not including attachments). Respond to each of the following items and number your response in the narrative accordingly.

1. Give a brief description of the organization applying for funds, and its qualifications. (15 Points)
2. What problem or demonstration of need among high need populations (see Attachment B) and/or areas does your proposed project seek to address? How will your project interact with, verses duplicate, other programs serving your target population? (20 Points)
3. How does your application address the need? List each activity including projected numbers to be served, and submit a timeline for the activities. Narrative should correspond to Form C. (20 Points)
4. Who is your target population(s) (age, geographic, ethnic, language, cultural, and/or socio-economic characteristics? If you feel that there is a population that has equivalently high needs as those specified in Attachment B, but is not included on those pages, you must provide rigorous data that illustrates that need. (10 Points)
5. What changes do you expect to see as a result of this project? (15 Points)
6. Overview of the proposed project's relationship to applicant/agency mission and other services the organization provides. (How does this project complement or enhance the other services you provide?) (10 Points)
7. Provide explanation of each line item purchase in Budget Justification (Form D attachment) and describe other sources of funding. (10 points includes Form D , Form E and attachments)

To be in technical compliance, all narrative applications, original and copies, must include the following required forms:

FORMS

- Application/Cover Page (Form A) and narrative
- Guidelines and Criteria (Form B) appropriately checked
- Bob Driscoll Mini-Grant Scope of Work Form (Form C)
- Budget Request (Form D) and Budget Justification
- All Funding Form (Form E)
- Disclosure Statement (Form F)
- Proof of licenses and certifications, including a 501(c)3 letter from IRS-if applicable
- Other supporting documents such as letters, MOUs, etc.

Applications must contain one (1) original (marked "Original" on Form A) and four (5) exact copies (each marked "Copy" on Form A). Do not bind or insert originals or exact copies into folders. A simple clasp is preferred and all pages must be on 11" x 8.5" paper with print on one side of page only. An application must attain a minimum of 75 points to be considered for funding under this Request for Application. Five points will be deducted from proposal if not in technical compliance.

Funds will be made available to successful applicants approximately three months following each application deadline (September 26th, January 30th, and May 28th). Mini-Grant applicants will be asked to attend a Commission Meeting (for approval of funding at appropriate dates in November, March and July) and a Board of Supervisors Meeting (for final contract approval at appropriate dates in December, April, and August).

Funding Rounds	Date Due to Commission Staff	Anticipated Date to Commission	Anticipated Date to Board of Supervisors for Final Contract Approval
Round 11	September 24, 2004 3:00 p.m.	November 2004 7:00 a.m.	December, 2004 9:00 a.m.
Round 12	January 28, 2005 3:00 p.m.	March 10, 2005 7:00 a.m.	April, 2005 9:00 a.m.
Round 13	May 27, 2005 3:00 p.m.	July 14, 2005 7:00 a.m.	August, 2005 9:00 a.m.

Applicants will be notified of their scores. A pre-funding site visit will be scheduled, at which time First 5 staff will discuss negotiation issues. Providers are asked to furnish a written response to any negotiation issues. Pending site visit, a recommendation for funding will be made and the provider will be asked to attend a Commission meeting to answer any questions regarding application. Providers are then asked to sign their contracts prior to going to the Board of Supervisors. Attendance at the Board of Supervisors meeting is required. Training will be provided to mini-grant recipients, after which fund utilization may begin. If you have any questions regarding the Bob Driscoll Mini-Grant Program or would like technical assistance, please contact our office at (209) 953-KIDS (5437).



(Form A)
Application/Cover Page
Bob Driscoll Mini-Grants \$25,000 and Under

Applicant Organization: _____ Date: _____

Name of Proposed Project: _____

Organization Address: _____

City: _____ Zip: _____

Contact Person: _____ Phone: _____

E Mail: _____ Fax: _____

(Mini-Grant funds must be spent within a 12 month period)

Category (Initiative): Please check all that apply

- | | |
|---|---|
| <input type="checkbox"/> Increase Parental Skills | <input type="checkbox"/> Improve Child Health/Other Community Needs |
| <input type="checkbox"/> Increase School Readiness | <input type="checkbox"/> Increase Supply/Quality of Child Care |
| <input type="checkbox"/> Increase System Responsiveness/Access for Families | |

Summary of Application (Brief Description of Project/Program)

Number of Families benefiting from project: _____

Number of Children ages 0-5 benefiting from project: _____

Amount Requested from the Commission: _____ Total Project Cost: _____

Name of Chair, Board of Directors, or Authorized Representative

Title

Signature

Date

GUIDELINES AND CRITERIA

(Form B)

The following objectives are from the Strategic Plan and will assist you with the application forms. You may obtain the complete copy of the Strategic Plan on our website at <http://www.ccfc.ca.gov/sjckids>. We encourage you to limit your Objectives and Outcomes to three.

INCREASE PARENTAL SKILLS AND KNOWLEDGE IN HIGH NEED AREAS IN SAN JOAQUIN COUNTY		
Goal	Objectives	Outcomes
#1. Improve family functioning	<ul style="list-style-type: none"> <input type="checkbox"/> Parents are knowledgeable about child development <input type="checkbox"/> Parents practice effective parenting skills <input type="checkbox"/> Parents support their children's learning, healthy growth and development <input type="checkbox"/> Parents are knowledgeable about and practice healthy behavior prior to and during pregnancy <input type="checkbox"/> Parents are knowledgeable about and provide their children with healthy diets and physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> % increase in parents' knowledge of child development-high needs areas/populations <input type="checkbox"/> % increase in practice of effective parenting skills-high- needs areas/populations <input type="checkbox"/> % increase in parents' educational attainment-high needs areas/populations <input type="checkbox"/> % increase in parents' literacy-high needs areas/populations <input type="checkbox"/> % increase in parents' knowledge and practice of healthy behavior during and after pregnancy-high needs areas/populations <input type="checkbox"/> % increase in parental awareness of detrimental effects of drug and alcohol use during pregnancy-high needs areas/populations <input type="checkbox"/> % decrease in parental exposure to drugs and alcohol-high needs areas/populations <input type="checkbox"/> % increase in parental knowledge about appropriate nutrition-high needs areas/populations

IMPROVE CHILD HEALTH AND OTHER COMMUNITY NEEDS		
Goal	Objectives	Outcomes
#2. Improve child health and other community needs	<ul style="list-style-type: none"> <input type="checkbox"/> Expectant mothers have adequate prenatal care <input type="checkbox"/> Parents are knowledgeable about and practice healthy behavior during pregnancy <input type="checkbox"/> Children receive preventive and ongoing regular health care <input type="checkbox"/> Children receive early screening and intervention for developmental delays and other special needs <input type="checkbox"/> Children receive preventive and 	<ul style="list-style-type: none"> <input type="checkbox"/> % in expectant mothers receiving adequate prenatal care-high needs areas/populations <input type="checkbox"/> % decrease in smoking, drinking and drug use during pregnancy-high needs areas/populations <input type="checkbox"/> % increase in children receiving regular examinations related to mental health, physical well being and developmental needs and immunizations-high needs areas/populations <input type="checkbox"/> % decrease in infant mortality, low birth weight and other complications of pregnancy -high need areas/populations. <input type="checkbox"/> % increase in children receiving regular dental care and % decrease in dental caries among children <input type="checkbox"/> % increase in children receiving mental health services-high

IMPROVE CHILD HEALTH AND OTHER COMMUNITY NEEDS

Goal	Objectives	Outcomes
	<p>ongoing mental health care</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children receive preventive and ongoing dental care <input type="checkbox"/> Parents are knowledgeable about and provide their children with healthy diets and physical activity <input type="checkbox"/> Children are born healthy and maintain their health 	<p>needs area/populations</p> <ul style="list-style-type: none"> <input type="checkbox"/> % increase in parental knowledge about appropriate nutrition <input type="checkbox"/> % decrease in incidence and prevalence of disease in children, such as asthma and diabetes-high needs areas/populations

INCREASE SUPPLY OF QUALITY CHILD CARE IN HIGH NEED AREAS/ INCREASE QUALITY OF CHILD CARE IN HIGH NEED AREAS

Goal	Objectives	Outcomes
#3. Improve child development	<ul style="list-style-type: none"> <input type="checkbox"/> Supply of affordable quality child care is expanded <input type="checkbox"/> Child care providers participate in ECE educational opportunities <input type="checkbox"/> Child care providers experience lower turnover rates <input type="checkbox"/> Parents have increased access to child care that is culturally competent <input type="checkbox"/> Health & social services are integrated into child care settings 	<ul style="list-style-type: none"> <input type="checkbox"/> % increase in the number of new child care slots meeting quality criteria in high needs areas (providers will need to explain why their area is high need. For example, only licensed child care provider in 5 mile radius; only provider who has non-traditional hours, etc.) <input type="checkbox"/> % increase in number of providers participating in training programs <input type="checkbox"/> % increase in provider skills resulting from training program <input type="checkbox"/> % decrease in child care worker turnover rates <input type="checkbox"/> %increase in culturally competent child care <input type="checkbox"/> % increase in parental satisfaction with child care <input type="checkbox"/> %increase in providers who meet quality standards (to be determined) <input type="checkbox"/> % increase in parental knowledge about appropriate nutrition

INCREASE SYSTEM RESPONSIVENESS AND ACCESS FOR FAMILIES

Goal	Objectives	Outcomes
#4. Improve systems for families	<ul style="list-style-type: none"> <input type="checkbox"/> Parents are able to access services <input type="checkbox"/> Services are culturally competent <input type="checkbox"/> Providers are aware of available services <input type="checkbox"/> Providers refer clients to other needed services and follow-up 	<ul style="list-style-type: none"> <input type="checkbox"/> % increase in parents' self-reported ease in accessing services <input type="checkbox"/> % increase in utilization of available services <input type="checkbox"/> % increase in client referrals and follow-up <input type="checkbox"/> % increase in providers' capacity to store and collect client and service data

INCREASE SYSTEM RESPONSIVENESS AND ACCESS FOR FAMILIES

Goal	Objectives	Outcomes
	<p>with clients</p> <ul style="list-style-type: none"> ❑ Providers have the capacity to collect and store data ❑ Provider data collection and storage is compatible with other provider data ❑ Providers share relevant client and services data with each other ❑ Providers have the organizational capacity to sustain their operations and maintain the supply of quality 	<ul style="list-style-type: none"> ❑ % increase in provider coordination across agencies regarding individual clients and available services ❑ % increase in organizations' organizational capacity ❑ % increase in organizations with sustainable funding

INCREASE SCHOOL READINESS OF CHILDREN

Goal	Objectives	Outcomes
#5. Increase School Readiness - 1) Early Care and Education 2) Parenting and Family Support 3) Health and Social Services 4) School Capacity 5) Program Infrastructure	<ul style="list-style-type: none"> ❑ Increase in Kinders who have pre-K experience (access to preschool, more spaces, etc.) ❑ Increase in Kinders who have the cognitive, social, emotional and motor skills related to school readiness (relative to district) ❑ Increase in early literacy programs ❑ Increase in preschool providers awareness of school readiness (training providers, enhanced facilities) ❑ Increase in number of licensed child care providers ❑ Increase parental engagement that prepares children for school (Do you use the First 5 kits? Do you read to your child?) ❑ Increase in parental knowledge of kindergarten expectations (parental knowledge) ❑ Increase in parental use of and availability of school readiness resource materials (lending library) ❑ Increase in economic family support services (job/education 	<ul style="list-style-type: none"> ❑ # and % of Kinders with PreK experience ❑ # and % of children who are ready for Kindergarten (social, cognitive, motor, emotional) ❑ # and % of children participating in pre-literacy skills programs ❑ # and % of preschool providers aware of school readiness expectations ❑ # of preschool slots ❑ # and % child care participating in school readiness training programs ❑ # of licensed child care providers in school attendance area ❑ # and % of parents who engage in activities that prepare their children for school (Do you use the kits? Do you read to your child?) ❑ # and % of parents who show knowledge of child development ❑ # and % of parents who are knowledgeable of locally available resources (e.g. support services, DV, alcohol-substance abuse, anger management) ❑ # and % of parents who report using locally available parent education and support services ❑ # and % of parents who report feeling confidence in their parenting skills ❑ # and % of parents who use school readiness resource materials (e.g. family resource room, lending library) ❑ # of locally available school readiness resources ❑ # and % of parents who participate in economic family support

INCREASE SCHOOL READINESS OF CHILDREN

Goal	Objectives	Outcomes
	<p>fairs, employment, ESL, GED, CBET)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in parental confidence in parenting skills <input type="checkbox"/> Increase in parental knowledge of locally available resources <input type="checkbox"/> Increase in parental leadership in the community <input type="checkbox"/> Decrease in parental social isolation (Increase in parental perception of social support/ density of social ties) <input type="checkbox"/> Increase in 0 to 5 year old children who receive health screenings (early identification) <input type="checkbox"/> Increase in children with up-to-date immunizations <input type="checkbox"/> Increase in families enrolled in available medical services (medical, healthy families) <input type="checkbox"/> Increase in families who receive health education <input type="checkbox"/> Increase in parents with knowledge of available medical services (and other local resources) <input type="checkbox"/> Increase in services for children with special needs <input type="checkbox"/> Increase in early health care (prenatal mothers, child) <input type="checkbox"/> Increase in number of activities at school that respond to 0 to 5 family's needs (pre-registration) <input type="checkbox"/> Increase in transition activities that link home and school learning environments <input type="checkbox"/> Increase in school's capacity to reach out to 0 to 5 year old families through culturally appropriate strategies <input type="checkbox"/> Increase in parental participation at school that reinforces school activities <input type="checkbox"/> Increase in interagency 	<p>services (job/ education fairs, employment ESL, GED, TANF/CalWORKs)</p> <ul style="list-style-type: none"> <input type="checkbox"/> # and % of parents who participate in leadership activities in the community <input type="checkbox"/> # and % of parents who perceive social support/density of social ties as strong/ healthy <input type="checkbox"/> # and % of parents who show knowledge of School Readiness criteria <input type="checkbox"/> # and % of 0 to 5 year old children screened for health, vision, dental, and hearing delays (early identification) <input type="checkbox"/> # and % of 0 to 5 year old children with up-to-date immunizations (at 2 yrs, at Kinder registration) <input type="checkbox"/> # and % of 0 to 5 year old children enrolled in available medical services (Medi-Cal, Healthy Families) <input type="checkbox"/> # and % of families who use available medical services (medical home) <input type="checkbox"/> # and % of families who receive health education (nutrition, environmental safety, asthma triggers) <input type="checkbox"/> # and % of families with knowledge of available medical services <input type="checkbox"/> # and % of 0 to 5 year old children with special needs who access services <input type="checkbox"/> # and % of families who receive enhanced case management services <input type="checkbox"/> # and % of families who have a medical home (regular medical provider for well-baby checks, etc.) <input type="checkbox"/> # and % of families who receive prenatal care <input type="checkbox"/> # of school initiated activities that respond to the needs of families with 0 to 5 year old children (pre-registration) <input type="checkbox"/> # of school initiated activities that coordinate the transition from 0 to 5 year old learning environment to the school learning environment (e.g. awareness of school readiness; seamless transition) <input type="checkbox"/> # of school initiated activities that reach out to the 0 to 5 year old families through culturally appropriate strategies. (Outreach) <input type="checkbox"/> # of school initiated activities that foster parent participation (of children 0 to 5 years old) at school activities (e.g. PTA, etc.) <input type="checkbox"/> # of school organizations to reach the 0 to 5. <input type="checkbox"/> # and % of formal linkages to preschools, Head Start, child care and community resources <input type="checkbox"/> # and % of preschools with formal linkages to elementary schools and community resources

INCREASE SCHOOL READINESS OF CHILDREN

Goal	Objectives	Outcomes
	<p>collaboration for 0 to 5 year old services</p> <ul style="list-style-type: none">❑ Increase in professional development opportunities❑ Increase in parental involvement in school readiness programs (governance)❑ Increase in pooled resources to address root causes and project sustainability❑ Strengthen local communities (community leadership e.g. more families apply for family friendly grants)❑ Strengthen accountability and evaluation (service delivery)	

Bob Driscoll Mini-Grant Scope of Work (Form C)

Applicant Organization _____

Objective _____

Description of Major Activities: Describe activities that you will complete to achieve this Objective. (Be sure to include any planning or start-up activities)

Timeline: State the estimated start date and completion date of this activity.

Responsible Staff: Identify the position that will be responsible for conducting this activity

Products/ Deliverables: Identify anything that will be produced, delivered, or provided as the result of the activity.

Evaluation Methods: Identify how you will measure data collected to find out how project impacts those served. What methods will be used?

Description of Major Activities (Milestones)	Method	Timeline		Responsible Staff	Products/ Deliverables	Target Quantity	Evaluation Methods
		Start Date	Target Date				

First 5 San Joaquin
Children and Families Commission
(Form D)
Mini-Grant Annual Budget Request Form

Applicant: _____

Name of Proposed Project: _____

OPERATING EXPENSES	Amount Requested From the Commission	In-Kind
A. Personnel		
B. Rent and Utilities		
C. Office Supplies		
D. Equipment Lease		
E. Equipment Purchase		
F. Travel		
G. Training/Conferences		
H. Consultants (if any)		
I. Other (please describe)		
TOTAL REQUESTED		

Budget Justification - On an additional page, please justify line items as well as describe any other sources of funding that will support this project. A sample copy of budget and budget justification will be provided at the mandatory applicant workshop.

All Funding Form (Form E)

Current, Previous, and Future Funding

Agency: _____

Name of Program: _____

Please list current, previous (within the last 3 years), and future known funding for your entire agency/organization. These would include grants and subcontracts, government contracts and/or grants. Include all sources of income including fundraising, endowment, etc. Also include sub-contractors funded by First 5. Please include additional sheets if you need additional space.

Name/Source of Contract	Contract Grant Amount	Contract/Grant Period	Brief Description of Purpose	Number of Employees

Total Agency Budget

\$ _____

FIRST 5 SAN JOAQUIN CHILDREN AND FAMILIES COMMISSION MINI-GRANT PROGRAM

(Form F)

Disclosure Statement

I, _____ of _____,

Name

Agency

hereby state that the funds being requested in this application do not supplant any existing revenue sources and that the answers given below are true and correct.

Signature

Date

Title

In addition, please check yes or no on the following questions. If a yes answer is checked, please explain fully the circumstances and include discussion of the potential impact on the program if funded. As part of the application selection process the Commission may validate the responses made below. The Commission reserves the right to reject all or part of the application if false or incorrect information is submitted by the applicant.

A "yes" WILL NOT automatically exclude your application from the review process.
(Please explain "yes" answers on a separate sheet of paper)

	YES	NO
1. Have you or anyone working for you been involved in litigation related to the administration and operation of a program that may have a potential impact on the proposed program if funded?		
2. Have there been unfavorable rulings by a funding source against your center for improper management or contract compliance deficiencies?		
3. Have you or anyone working for you had granted funds withheld?		



Bob Driscoll Mini-Grant Applicant Workshops

Maximum number per workshop: 15 (first call, first serve basis)
(Additional workshops may be provided to accommodate more applicants)

Overview of Application

All applicants are strongly encouraged to attend an hour training on submission of the mini-grant application and forms.

Where:

**First 5 San Joaquin
11 S. San Joaquin Street Ste. 301
Stockton, CA. 95202**

Directions:

- From I -5 take Hwy 4 (East)/From 99 take Hwy 4 (West)
- Exit Downtown/El Dorado off ramp
- Turn left (North) on El Dorado
- Turn right on Weber Ave (third traffic light)
- Turn right on S. San Joaquin (we are on the corner of Main St and S. San Joaquin on the right)

Park anywhere on the street or one of the many city operated parking lots.

When:

Dates are listed in the application packet

Call the First 5 San Joaquin office at (209) 953-KIDS (5437) to sign up to attend a workshop, at least three days prior to the training.